



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Raymond Elementary School

SAU: RSU 14

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# 2011-2012 NCLB Report Card



**School:** Raymond Elementary School  
**SAU:** RSU 14  
**Grade:** 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	58	58	100	69	69	73	9	60	24	7	58	0	
	2010-2011	43	43	100	65	66	70	14	51	26	9	43	0	0
Female	2009-2010	32	32	100	59	71	76	9	50	34	6			
	2010-2011	24	24	100	63	70	74	21	42	29	8			
Male	2009-2010	26	26	100	81	67	69	8	73	12	8			
	2010-2011	19	19	100	68	63	66	5	63	21	11			
Caucasian/White	2009-2010	58	58	100	69	70	74	9	60	24	7			
	2010-2011	41	41	100	68	66	71	15	54	24	7			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	2	2	100			67							
Economically Disadvantaged	2009-2010	16	16	100	56	54	62	<1	56	38	6			
	2010-2011	16	16	100	44	53	58	6	38	38	19			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	7	100		22	38							
	2010-2011	5	5	100		19	34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2011-2012 NCLB Report Card



**School:** Raymond Elementary School  
**SAU:** RSU 14  
**Grade:** 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	43	42	98	62	70	67	10	52	21	17	41	1	
	2010-2011	59	58	98	78	69	67	21	57	19	3	58	0	0
Female	2009-2010	19	19	100	63	78	71	16	47	16	21			
	2010-2011	32	31	97	77	73	72	26	52	23	<1			
Male	2009-2010	24	23	96	61	63	63	4	57	26	13			
	2010-2011	27	27	100	78	65	63	15	63	15	7			
Caucasian/White	2009-2010	41	40	98	63	70	68	10	53	23	15			
	2010-2011	59	58	98	78	70	68	21	57	19	3			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	1	1	100			59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	1	1	100			64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	17	16	94	38	60	56	6	31	31	31			
	2010-2011	19	19	100	68	54	56	21	47	26	5			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	6	86		24	34							
	2010-2011	8	8	100		29	29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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# 2011-2012 NCLB Report Card



**School:** Raymond Elementary School  
**SAU:** RSU 14  
**Grade:** 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	58	58	100	74	66	62	16	59	17	9	58	0
	2010-2011	43	43	100	63	60	61	14	49	19	19	43	0
Female	2009-2010	32	32	100	66	63	61	16	50	19	16		
	2010-2011	24	24	100	54	52	59	13	42	21	25		
Male	2009-2010	26	26	100	85	70	63	15	69	15	<1		
	2010-2011	19	19	100	74	67	64	16	58	16	11		
Caucasian/White	2009-2010	58	58	100	74	68	63	16	59	17	9		
	2010-2011	41	41	100	66	60	63	15	51	17	17		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	2	2	100			59						
Economically Disadvantaged	2009-2010	16	16	100	50	49	50	25	25	38	13		
	2010-2011	16	16	100	38	40	49	6	31	25	38		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	7	100		35	33						
	2010-2011	5	5	100		19	35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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# 2011-2012 NCLB Report Card



**School:** Raymond Elementary School  
**SAU:** RSU 14  
**Grade:** 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	43	42	98	60	65	62	17	43	19	21	41	1
	2010-2011	59	58	98	76	60	60	24	52	16	9	58	0
Female	2009-2010	19	19	100	47	61	62	21	26	26	26		
	2010-2011	32	31	97	71	58	60	26	45	16	13		
Male	2009-2010	24	23	96	70	69	63	13	57	13	17		
	2010-2011	27	27	100	81	62	61	22	59	15	4		
Caucasian/White	2009-2010	41	40	98	60	66	63	18	43	20	20		
	2010-2011	59	58	98	76	61	61	24	52	16	9		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	1	1	100			45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	1	1	100			49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	17	16	94	44	56	50	6	38	19	38		
	2010-2011	19	19	100	63	51	48	26	37	16	21		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	6	86		39	36						
	2010-2011	8	8	100		26	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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# 2011-2012 NCLB Report Card



**School:** Raymond Elementary School  
**SAU:** RSU 14  
**Grade:** 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 99 M: 99	E: 99 M: 99	71	E: 70 M: 73	E: 69 M: 70	99	E: 99 M: 99	E: 99 M: 99	67	E: 63 M: 66	E: 61 M: 61	96	95	95
Caucasian/White	99	E: 99 M: 99	E: 99 M: 99	73	E: 70 M: 74	E: 70 M: 71	99	E: 99 M: 99	E: 99 M: 99	69	E: 63 M: 66	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: 99 M: 99	E: 99 M: 99	50	E: 55 M: 60	E: 58 M: 58	*	E: 99 M: 98	E: 99 M: 99	43	E: 48 M: 53	E: 48 M: 47			
Students with Disabilities	*	E: 99 M: 99	E: 98 M: 98	35	E: 24 M: 25	E: 33 M: 30	*	E: 99 M: 98	E: 98 M: 98	25	E: 22 M: 25	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



**School:** Raymond Elementary School  
**SAU:** RSU 14



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	13	0	6	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.